DOCUMENT RESUME

ED 414 459 CE 075 379

TITLE	Integrating the Four Streams. CGEA Information Sheet No. 7.
INSTITUTION	National Languages and Literacy Inst. of Australia, Melbourne. Adult Education Resource and Information Service.
PUB DATE	1997-00-00
NOTE	6p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Communication Skills; Correctional Education; *Educational Certificates; Foreign Countries; *General Education; *Integrated Curriculum; Learning Activities; Mathematics Skills; Numeracy; Reading Skills; Student Certification; Student Evaluation; Vocational Education; Writing Skills
IDENTIFIERS	*Certificates of General Educ Adults (Australia)

ABSTRACT

Ways to integrate the four streams of the Certificates in General Education for Adults (CGEA) are presented in this document. The four streams of Australia's CGEAs are as follows: reading and writing, oral communication, numeracy and mathematics, and general curriculum options. This guide notes that the CGEA aims to promote a holistic approach to teaching and learning. Level one and two are particularly suited to an integrated approach. At higher levels, independent research projects offer a way to integrate streams. Teachers do not need to devise separate assessment tasks for each stream; they can also be integrated. A reporting system should be planned so competencies are recorded as they are achieved. An example is provided of choosing a theme of study to integrate the CGEA streams. Six tasks/activities relevant to the theme--food--are correlated to integrated learning activities in each CGEA stream. A second example provides an integrated focus in a vocational setting. A diagram illustrates a short course designed to accommodate the push towards vocational education in a correctional setting. The course aims to inform students of occupational health and safety issues before starting work in the prison industries. Integrating learning activities are listed for three CGEA streams. A third example provides a model to plan integrated study programs. In this wheel model, the theme--trees--is placed in the center and the project works through the general curriculum options stream before expanding into the remaining streams. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 414 459

Integrating the Four Streams

CGEA Information Sheet no. 7

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE075379

BEST COPY AVAILABLE

CGEA

information sheet no. 7

Integrating the four streams

The Certificates in General Education for Adults (CGEA) is organised in to four streams of study: Reading and Writing, Oral Communication, Numeracy and Mathematics, Oral Communication and General Curriculum Options. At first glance, the curriculum appears to be divided into four separate areas of study, but the CGEA recognises the connections between these curriculum areas and provides a structure for an integrated approach.

Why integrate?

The CGEA aims to promote a holistic approach to teaching and learning. Integrating learning outcomes across streams reflects the integration of skills and competencies found in social and work activities. For students to be able to participate fully in the community, work, and social life they are encouraged to develop effective skills in each of the four streams.

Students do not read, write, speak, listen or complete mathematical tasks in isolation. They do them in a context. Using an integrated approach teachers can combine these skills into all sorts of different subject areas: Media, Hospitality, Local History, the Environment, or whatever content may be relevant to the group of students.

Planning an integrated approach

In planning an integrated approach, teachers need to consider:

- which subject or content areas best suit the students?
- which learning activities will enable the students to develop relevant skills?
- what sequence of tasks will best suit the learning needs of the students?
- what resources are available to support the learning activities?
- what assessment tasks will best indicate that learning outcomes have been achieved?

Using a content base, the four streams can be fully integrated. Perhaps the best way of explaining how the streams can be integrated is through example. See pages 2, 3 and 4!

When is integration suitable?

Level one and two, or the foundation level of the CGEA, are particularly suited to an integrated approach of teaching and learning. At these levels the learning outcomes are less specialised.

At higher levels, independent research projects offer a way to integrate streams. Students could develop a project on a theme that covers learning outcomes across streams. Or students could research aspects of a specific unit of study from one stream, e.g. a specialist maths topic from Numeracy Level 4, the student could incorporate the Reading and Writing, the Oral Communication and the General Curriculum Options streams in a final presentation.

There may well be aspects of the CGEA that will not fall comfortably in to an integrated unit. Teachers may find that some concepts or skills may require separate teaching time.

Assessment

Teachers do not need to devise separate assessment tasks for each stream. Assessment tasks can also be integrated and can happen along the learning pathway. It's a good idea to plan ahead and have a reporting system organised so that competencies are recorded as they are achieved.

There are several ways of keeping such records. A few of the popular ones are:

- checklists of targeted outcomes,
- folios of student work,
- student diaries as a means of self-assessment.

Teachers will often find that same piece of work can be relevant to a General Curriculum Options learning outcome and another outcome from a different stream. There simply needs to be a decision made about which outcome you want to assess in which task. The important issue is that students are developing relevant and worthwhile skills.

LANGUAGE AUSTRALIA

Adult Education in the Community

CGEA

A food theme

Choosing a theme of study can be an interesting approach to integrating the streams of the CGEA. As tasks relevant to a theme are planned, integregrated learning activities develop. Popular themes have been: The Environment; Women's Health; Drugs; HIV/AIDS; Horticulture; Food; to name just a few. The Food theme has been used below as an example. The levels of the learning outcomes have not been included - levels will depend on the abilities of the students, and the amount of teacher assistance and modelling required. Students within a group may work at different levels.

Tasks/ Activities	Reading and Writing	Oral Communication	Numeracy and Mathematics	General Curriculum Options
Follow recipes to create meals	**Reading for Practical Purposes** *- read recipes and information sheets*		**Numeracy for Practical Purposes - Measuring** **Numeracy for Personal Organisation** *- read and use time measuring devices* *- interpret simple fractions*	**Using Technology** *- use kitchen equipment eg. oven, beaters, microwave.* **Planning and Organizing Activities** *- organise kitchen for purpose and make good sense of time and resources*
Calculate the cooking time of various meats	**Reading for Practical Purposes** *- read information about meat cooking times*	**Active Listening** *- listen to instuctions* **Oracy for Practical Purposes** *- give instructions*	**Numeracy for Practical Purposes - Measuring** *-weights of meat, calculating cooking times, oven temperatures*	
Correct use of kitchen equipment	**Reading & Writing for Practical Purposes** *- read and answer questions about OHS issues in the kitchen*	**Active Listening** *- listen to instuctions* **Oracy for Practical Purposes** *- give instructions*		**Using Technology** *- the oven, the microwave , the beaters, the electric knife etc.*
Healthy eating	**Reading & Writing for Knowledge** *- read and answer written questions about the 5 food groups* **Writing for Public Debate** *- express your point of view on an article about unhygienic food preparation.*	**Oracy for Exploring Issues and Problem Solving** *- group discussions about fhealthy eating.*		**Collect, Analyse and Organise Information** *- collect information people's eating habits, analyse the information.*
Plan a special meal for a group of people within a budget.		**Oracy for Exploring Issues and Problem Solving** *- discussions to work out the requirements of clients* **Oracy for Practical Purposes** *- give a presentation to the group describing your plan*	**Numeracy for Practical Purposes -Measuring** *- calculate quantities* **Numeracy for Personal Organisation** *- calculate costs*	**Using Mathematical Ideas and Techniques** *- make estimations and approximations of reqirements.* **Work with Others and in Teams** *- work in a small group to plan the meal*
Keep a journal which includes recipes, tips and thoughts about working with food	**Writing for Practical Purposes** *- recipes* **Writing for Knowledge** *- tips and useful information about food and diet* **Writing for self-expression** *- personal reflections on food*			

BEST COPY AVAILABLE

For further information about the CGEA please contact Jan, Louise or Dave at the Adult Basic Education Resource and Information Service, ARIS, Level 9, VUT Building, 300 Flinders St., Melbourne on (03) 9614 0255.

© The Adult, Community and Further Education Board, Victoria, 1997

CGEA

An integrated focus in a vocational setting

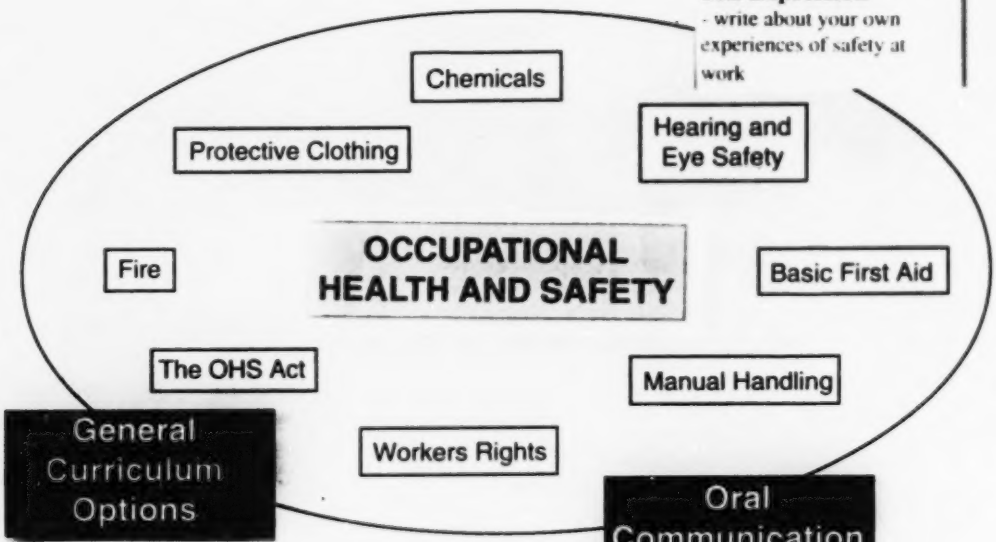
Perhaps your course has a more specific purpose. This short course was designed by teachers at Kangan Batman TAFE to accomodate the push towards vocational education that came from the correctional setting it is delivered in. The course aims to inform students of Occupational Health and Safety issues, before starting work in the prison industries The course was run on a full-time basis for 4 weeks.

Reading & Writing

Knowledge
- read information manuals on correct procedures.
- write informative texts for pamphlets and posters

Practical Purposes
- write to request materials about OHS
- write incident reports

Self Expression
- write about your own experiences of safety at work



General Curriculum Options

Collect, Analyse and Organise Information
- collect and evaluate OHS information
- inspect a workplace

Communicate Ideas and Information
- communicate ideas about OHS practice through posters and role plays

Work with Others and in Teams
- design posters and informative pamphlets as a group

Use Mathematical Ideas and Techniques
- layout information for posters and pamphlets

Oral Communication

Active Listening
- watch an OHS video: what were the issues?

Oracy for Practical Purposes
- gather information
- give instructions (role play)

Oracy for Exploring Issues and Problem Solving
- class discussions about OHS issues orientated towards exploring issues and problem solving

Thanks to Penny Gibson, Kangan Batman TAFE, for providing this material

BEST COPY AVAILABLE

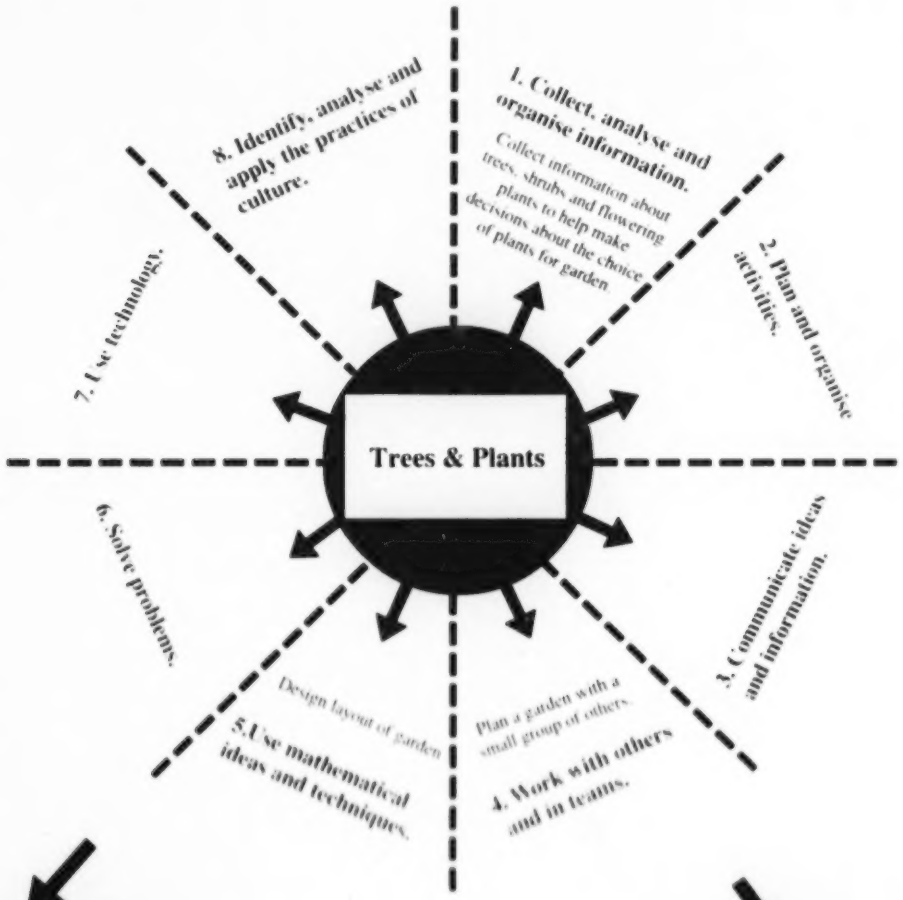
CGEA

Integration through the GCO

Another way to plan integrated study programs is to use this model. Place a topic or a theme in the centre of the wheel and work through three of the layout outcomes of the General Curriculum Options stream.

After working through the GCO, projects can expand into the remaining streams. Follow through the example topic, 'Trees' shown below.

This wheel can also be used to plan programs of study for particular students. Place the student name in the centre and plan a program that covers the learning outcomes that the student needs to develop.


Trees & Plants
1. Collect, analyse and organise information.
Collect information about trees, shrubs and flowering plants to help make decisions about the choice of plants for garden.
2. Plan and organise activities.
3. Communicate ideas and information.
4. Work with others and in teams.
Plan a garden with a small group of others.
5. Use mathematical ideas and techniques.
Design layout of garden
6. Solve problems.
7. Use technology.
8. Identify, analyse and apply the practices of culture.

Reading & Writing

- Read information about garden trees and plants.

Oral Communication

- Gather information on trees and plants.
- Discuss the options within a group.
- Make a presentation.

Numeracy & Mathematics

- Make a study of tree growth.
- Design a garden.
- Cost the expense of a garden.

BEST COPY AVAILABLE

For further information about the CGEA please contact Jan, Louise or Dave at the Adult Education Resource and Information Service. ARIS. Language Australia. Level 9, 300 Flinders St., Melbourne on (03) 9614 0255.

© The Adult, Community and Further Education Board, Victoria, 1997